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ABSTRACT

"Teachable Moments" are teaching aids about global perspectives in education. Number 1 describes an activity that lets students feel what it is like to be a refugee. Number 2 involves discussion of why people are hungry, rich, or poor. Number 3 helps students learn to deal with experts' opinions on global problems. Number 4 uses students' natural interest to hone their research and measurement skills. Number 5 explores ways to encourage and reward excellence without competition. Number 6 allows students to explore global problems using symptomatic, structural, and conceptual approaches. Number 7 deals with conflict resolution skills. Number 8 addresses students' perceptions of what they need to learn. Number 9 presents two activities that help people see both their views and the world views of others. Number 10 deals with world hunger, listing several sources of information. Number 11 uses the Olympic Games to highlight the students' vision of how the world should be. Number 12 seeks to inform students about the world by presenting them with facts that contradict commonly held views. Number 13 details an activity that focuses on getting opposing discussion groups to agree on some common ground. Number 14 describes how youthful insights can be useful in discussion and problem solving. Number 15 is a map activity that focuses on differing perspectives and their consequences. Number 16 uses a scavenger hunt to document connections between communities and the surrounding world. Number 17 explores world views expressed by bumper stickers. Number 18 discusses the importance of listening in any learning process. (GEA)

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Teachable Moments

by Jan Drum and George Otero

All 18 Issues From 1988

$5.00

Brief, thought-provoking classroom activities that address global themes

SO 020 139

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Teachable Moments

A quick reference and teaching aid about global perspectives in education, focusing on
- **developing perspective consciousness**
- **increasing state-of-planet awareness**
- **valuing diversity**
- **living responsibly with others**
- **building the capacity to change**
- **understanding world issues and trends**

Refugee Day

One of the most exciting and original activities that I (Jan) have been a part of recently was an extensive simulation designed by three of my Iowa colleagues and used at the Iowa International Peace Camp II. This activity provided an excellent way for the approximately 35 international students and Iowans to have a slight hint of how it feels to be moved from comfortable surroundings into the unknown — to be a refugee.

As the participants listened to a presentation, they were interrupted by a stern man who carried a stick and told everyone they had to get out of the lodge they were using. None of their questions were answered, even when they were required to fill out information forms, carry equipment from place to place, and again move to a new location.

Finally, after about four hours of this treatment, the simulation was explained, and time was allowed for group discussion. One participant from Seoul, South Korea, said, "I never felt like it was a game. I had never been in that kind of situation before." Another student from Iowa remembered that at the time she had been "very disappointed in America." And another young man from Malaysia had thought, "Of all the places in Iowa, they had to pick this place."

The following is the schedule used for the refugee experience simulation:

Interruption/Announcement (30 minutes) — Group is told to pack up and clean up in a half hour and bring everything to Shelter House. Wait at Shelter House for more instructions.
Processing at Shelter House (30 minutes) — An official-looking person checks names, assigns numbers, tents, and lunch bags. Group told to pack essentials to be carried to new site.
Hike to Tent Site (One hour) — Led by official, everyone hikes carrying essentials, tents, and lunch.
Set Up Tents and Eat (30 minutes) — Camp staff has water available here.

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Break Camp and Second Hike (30 minutes) — Camp staff announces that everyone must move again — wrong place! Pack up, hike to new location.
Processing and Resettling (One hour) — Turn in tents, assign beds, check names, distribute tortilla "snacks."
Debriefing (One hour) — Group discussion.

For the remainder of the day, the group relaxed, ate dinner refugee style, heard a presentation on the Afghan refugee experience, viewed the film "Sanctuary," and had further discussion of the day's events.

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Of course, you are welcome to use the entire simulation as is, but for most school situations you will need to adapt. Here are some possibilities:

- An already established class could be interrupted almost immediately. Students could be told the room was needed for the school board, the football coaches, the principal's family, or new, incoming, paying students.
  You might have them clear their lockers and move to some less satisfactory site on the grounds.

  The simulation could be identified as such at end of class, but students could be instructed to return to the new site the next day. The second day's class would then convene at the new site. They could, of course, be moved again as in the original version.

  One class period could be devoted to solving food and water problems.

  Finally, take time to discuss how students felt as refugees. If you can't allow a full class period for discussion following a simulation, it's probably better not to try it at all. Students need time to draw meaning and understanding from their experience.

- Some cautions: Make sure school authorities approve. Although the experience should surprise those participating in the simulation, warn everyone else who might be affected, e.g., custodial, cafeteria, and school office personnel.

- If press coverage seems a good idea, phone local media very shortly before the event.

- Show the film, "Sanctuary," having students relate their experience to the film. The film is available from Ecu Film, 810 - 12th Avenue South, Nashville, TN 37203; toll-free number: 1-800-251-4091. ($15 rental fee)

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Rich Man, Poor Man, Beggarman, Thief

Teaching about world hunger has never been easy, and the recurrence of famine in Ethiopia makes such teaching more challenging than ever. As we were getting ready for a recent student leadership conference, we took this challenge very much to heart as we discussed how to teach about hunger and global development. We wanted to encourage the students to think about poverty and hunger as both a long-range and a short-range problem; and we wanted them to explore their assumptions about the distribution of the world's wealth and resources. So we began by asking the students three questions: Why are people hungry? Why are people rich? Why are people poor?

The students were a diverse group of young people, and their insights and efforts to communicate with one another were profound. Several of their comments capture the range of ideas being considered and the personal poignancy of the exploration.

One of the young people observed that some people just seem to give up and "that's why they're poor." To which a Mexican-American immigrant girl responded with the assurance of experience, "Some people give up for really good reasons!"

The students, rich and poor alike, came to realize that they were somehow trapped in a system not of their own making. Most of them knew that they had been born either rich or poor, and that didn't make them good people or bad people. Yet, they knew that they were categorized by the accident of birth.

They acknowledged that in the world, as in their own experience, "money talks." One young man spoke of youngsters at his school who behaved in very unattractive ways and who still were seen as popular and valued because they dressed well and drove nice cars.

Another young woman told of being with a group of students downtown and being asked by a man for a quarter. "At first," she said, "we weren't going to give it to him because he didn't look like he needed it, but then we gave it to him anyway just in case he did."

They wanted to do something. As one young man said, struggling to hold back the tears, "Of course, I'd help someone if they were in trouble and I could. But it's not enough. The world needs to change. It shouldn't be the way it is."

Lest you be reluctant to try a discussion of our three questions, let us tell you that in a session that followed this discussion, we asked the students to brainstorm things they could do right now to help. They filled four sheets of newsprint with their ideas. The students already knew the situation was difficult and discouraging; the opportunity to struggle with the really hard questions of why the world is the way it is, what ways they participate in that, and what they can do to create change gave these young people hope and courage to carry on.

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The discussion of hunger and poverty evolved from our original plan in response to students' interest and guidance. In retrospect, there were six steps in the process.

STEP 1 — We told students we were going to ask them three questions. We asked them not to volunteer responses but rather to take some quiet time so that each individual could find his or her own answer.

STEP 2 — We asked the students the questions: Why are people hungry? Why are people rich? Why are people poor?

STEP 3 — After time for reflection, we sent them off in groups of six or eight. On newsprint, the groups recorded the answers people were willing to share. The newsprint was posted in the main meeting room.

STEP 4 — The next day the students led a full group discussion of the three questions and their responses.

STEP 5 — In the closing moments of the discussion, one student facilitator asked everyone, who wanted to, to make a final comment about his or her **feelings** regarding the discussion, which they did.

STEP 6 — Finally, in small groups first and later all together, students suggested ways they could work to address the problems of hunger and poverty.

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When Experts Disagree

Suppose we disagree on a subject — reducing the federal deficit, or maintaining a healthy diet. Chances are, no matter what view each of us holds, in today's world one can find an expert to support that position.

The fact that experts disagree has been a boon to high school debaters and other contentious folk. But it can create some real discomfort for people who hope someone can tell them the one right way to think about issues. In an age of exploding information and complex global problems, a responsible teacher needs to help young people learn to appreciate expertise as a useful resource in decision-making. And since experts will always disagree, the teacher also needs to help students gain confidence in their ability to finally select their own point of view from among conflicting opinions.

Our discussion of the role of experts began when George came across an article about chess experts. The article defined an expert as someone with an unusual skill level, knowledge base, and response time to a situation or task. As we talked about the role of experts in our society, it seemed to us that often people were confused about the roles experts play — treating them as the final authority who should produce a magic "right answer" or even worse as the source of support for preconceived opinions or ideologies. If I'm trying to win a chess match, consulting an expert might be helpful. If I want to prepare a luscious banquet, I'd do well to find an expert chef.

However, when we start dealing with complex global problems, such recourse to experts can be dangerous. No single individual is going to solve the world hunger problem; there is no one expert who can act to reverse the arms race. In addressing global problems the experts serve us by providing information and recommended options. They offer alternative perspectives on the issue that come from the expert's experience, specialized knowledge, and often the full-time commitment required to delve into a complex problem.

So what do we need to teach students about experts? We need to teach them to value and make use of the unique perspective an expert can bring to the study of global issues. Students need to not expect an answer from an expert. They need to learn to be cautious when an expert is presented as one who can justify a single viewpoint rather than as one who can enrich the debate. And students need to build confidence in their own abilities to understand and make decisions about the role experts should play in dealing with global problems.

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To help students practice dealing well with experts:

- Pick a topic of interest and then have students brainstorm a large list of experts that could be consulted. Then have each student pick five or ten that they would consult and have them explain their reasons. Also talk about the reasons for not consulting those whom everyone omitted.
- Pick an issue — the depletion of the ozone layer, for example. Have the students find opinions from two experts who disagree.
- A good way to help students gain a perspective on expertise is to survey the class to find out the kinds of expertise various students have available. You may be amazed to find rock hounds, competitive bikers, and budding botanists in the most unexpected corners of your room.

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Car Watching

Kids often spend much time in small groups discussing a wide variety of topics while sitting in a front yard or next to a street watching cars. I (George) know that I did. We would try to guess the make and year, which car would reach the intersection first, or how many cars would pass our spot in a minute or five minutes. We were playing, but we were also making hypotheses (the time of day would indicate the flow of traffic), acknowledging patterns (at certain times more women were driving than men), and utilizing observation and recording skills (how soon we could match a car with the maker, model, and year).

At any age we demonstrate a curiosity about and an interest in the world around us. Even seven- and eight-year-olds are researchers of sorts. We can use this curiosity to help students see their competence in collecting information about their world. We can use students' natural interest to hone their skill at research and measurement and reinforce such inquiry as a life-long activity in getting to know the larger world around them.

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Here's a fairly detailed format that I've worked out over the years to help students learn from car watching.

- Ask the students if they ever sat on a street corner and talked with their friends. Let students relate some of their experiences. Then tell the students that you would like them to do some car watching for a half hour or an hour. Have them count something that catches their attention. Below are some examples of what might be counted, but there are many, many more possibilities:

  Number of people in each car
  Number of cars going in each direction at particular times of the day
  Number of women drivers
  Number of men drivers
  Number of people wearing sunglasses
  Number of people wearing regular glasses
  Number of people in imported cars
  Number of people in small cars

Once students have collected their data have them bring the data to the class and report it. Their data can be recorded on the board or duplicated so that the information is available to all students for analysis.

Ask the students to make some hypotheses about the people in the community using the data they have collected. Some examples are:

People use the car as a means of individual rapid transit.
Most people in the community have poor eyesight.
People in the community do many things individually between three and four o'clock in the afternoon.
People drive around more from four to five than from five to six o'clock.
Men are better drivers than women.
Men prefer to drive more than women.
When a family is going somewhere the men usually drive.
In the afternoon more people are going away from town than toward the town.

If students have a difficult time generating hypotheses you might have them pretend to be people from another planet who have made these observations to report back to their planet's leaders.

Students should suggest ways to find out if the hypotheses are true. For example, if it is true that men prefer to drive more than women, what other things would the students expect to find in the community to verify this fact? (More men apply for drivers licenses; there are more accidents where a man is driving when both a man and a woman are in the car; etc.). If there is time and interest students should test their hypotheses. If not, you should make it clear that these hypotheses are only tentative generalizations from limited but **useful** population data.

In concluding the discussion, ask the students if they think the data they gathered is similar in any way to the data collected in a census. If the students say "yes" and give examples, they probably have seen the connection between data collected and population dynamics: We count, we generalize, we test, we generalize again.

- Besides car watching, students can observe other common things in their environment — TV commercials, fast-food franchises, etc. Or ask the students for their ideas for research projects.

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Do Not Pass Go

Recently, I (Jan) have been surprised by several examples of how our children are forced to participate in games and contests that teach them that being their best can only be accomplished at the expense of others. They end up confusing excellence with winning.

Anita, a colleague at work, was the first to get me thinking about this. She was concerned because the school her fourth-grade son, Pete, attends seemed to have a contest every week in an effort to provide positive rewards to students who achieve and perform well. Her son, who often does well in these contests, still didn't like them because he realized that only one person could win; everyone else was a loser, and he was pretty sure that didn't teach many students that they had the potential to excel.

Shortly after hearing her story, another friend sent me a pre-Christmas, antiwar toy brochure. The brochure included comments from students who were asked to describe toys that made them feel warlike. One student's response really brought me up short because the "war toy" he liked least was the game Monopoly. Here's how he responded when asked what toys were most likely to involve him in fights: "Monopoly makes me feel greedy and want everything for myself. I don't care what the other person gets."

We hope and believe there must be other and frequently better ways to encourage and reward excellence than repeatedly forcing students into win/lose competitions.

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Here are some ways to explore this issue with your students:

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- Ask them what kind of games they like to play. Outside of class by yourself, analyze these games — what are the kids learning from the rules and procedures? Then have students discuss what they like and dislike about the games they have listed and share your observations with them. Do most people prefer games they can win? Finally suggest that students try to redesign some of their games so that nobody loses. Which of the redesigned games would still be fun? Which wouldn't?

- To help students think about excellence as an idea separate from winning, have students write a short essay on the topic, "I Know I'm Doing My Best When . . ." You could have them be more specific, "I Know I'm Doing My Best at _____ When . . ."

- Take a look, either with your students or faculty colleagues, at the way your school encourages excellence. Do all of your contests require many more losers than winners? Suppose, for example, in a poster contest, everyone who entered a poster which met some minimal basic criteria was awarded a certificate. You could still have a prize awarded by drawing one name from all the contest entrants. Then you'd have many awards for excellence, and yet one person would win because that person was both excellent and lucky. How would your faculty feel about such a contest?

- If you are interested in pursuing these ideas further, you might enjoy one of our favorite books, Finite and Infinite Games, by James P. Carse (Macmillan, Inc.). Here is how the book begins:

  "There are at least two kinds of games. One could be called finite, the other infinite.

  "A finite game is played for the purpose of winning, an infinite game for the purpose of continuing the play."

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Approaches to Global Issues

Each year the Stanley Foundation publishes reports from its major conferences with policymakers. I've (Jan) always been sorry that most often these reports were too specialized or too focused on a specific issue to have much application for the classroom. So, I was delighted when my colleague Jeff Martin brought me a copy of the 1987 United Nations of the Next Decade report with the expressed hope that I could find a way to use the material. He was excited about the framework for analyzing global issues that he and David Doerge (another staff person) had developed in summarizing the conference proceedings.

The issue discussed at this conference was the United Nations and the future of internationalism. The participants were senior UN officials, most of whom had spent large portions of their lives trying to improve the human condition by their work with the UN. They had struggled to understand the problems and obstacles that keep the UN from being more effective in reaching its goals: Why hasn't the UN been more successful in improving the world? Here's what the report says:

> The rapporteurs discerned three differing perspectives and responses to this question in the course of conference discussion — symptomatic, structural, and conceptual. Of course, there are many subtleties both among and within these various perspectives.
>
> Perhaps a medical metaphor would be useful to illustrate the distinctions between the three approaches. Imagine a very ill patient arriving at a clinic badly in need of medical attention. The patient is diagnosed first by doctors who accurately identify the urgent symptoms and prescribe treatment for them. A second group of physicians examines the patient and diagnoses that he is overweight, an alcoholic, and in need of corrective surgery — a structural diagnosis not only to treat the immediate symptoms but also to prescribe treatment that will assist in changing the makeup of the body to better enhance the prospects for long-term good health. The last group of medical experts to examine the patient may well conclude that the patient's immediate symptoms need treatment as the first group of doctors recommend and that the patient's continued good health also depends in large part on restructuring the patient's diet and exercise program and, perhaps, performing corrective surgery. However, this group is most interested in why the patient came to be in the state he is in — what led to the alcoholism and the general body abuse? They would focus on the intangible elements of this person's being — the patient's psyche for some and perhaps the soul for others — because they believe that all of the efforts of the other doctors may be for naught if the basic, conceptual conflict disturbing the patient is not resolved.

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This metaphor suggests a framework that sees problems as having at least three aspects (1) symptomatic, (2) structural, and (3) conceptual. The metaphor acknowledges the complexity of most global issues (and many others as well) and illustrates the benefits of applying numerous approaches to our problems, whether they be personal health or global security.

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- The class could make a chart with four columns. In column one cite a global problem; column two should list symptomatic approaches to addressing the problem; column three, structural; column four, conceptual.
- Have students discuss an issue as a panel, each taking the role of a person approaching the problem symptomatically, structurally, or conceptually. Don't tell the other students which panel member represents which approach, but have the class guess at the end.
- Take a current issue as analyzed in a newspaper or magazine. Identify the approach or approaches used in the piece. Did the author remain consistent? Does it matter? Did the author use a different approach than the three we have proposed? How can you tell? Does the author declare his or her approach to begin with?
- Often when looking at an issue we think the conflict is between the liberal and conservative perspective. If your students have some idea of the contrast between liberal and conservative approaches to issues, ask them to consider how either the liberal or conservative might take a symptomatic, structural, or conceptual approach to some sample issues.

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Jyai Ken Po じゃいけんぽ

Conflict abounds in the world. We can use all the tools we can get to help us manage. In seeking methods of conflict resolution we often look to scholars, scientists, and other leaders. I (George) have recently come across a Japanese children's game that reminds me of a game I used to play as a child. Both of these games are used to resolve conflicts (albeit small) that young people face every day at home, school, and on the playground.

I learned about Jyai Ken Po (jī'cǎn pō) from my daughter on her return from Japan as an exchange student. In a year's time, the game had become a natural way of settling small disputes. Now, instead of arguing at length with her sister about who will sit in the front seat and who in back, she immediately begins a game of Jyai Ken Po. The game is much like our Rock, Paper, and Scissors. Jyai Ken Po is the phrase that replaces our count of one, two, three. The participants each make a fist, pound the table to the count of three, and reveal with a hand signal one of three choices — rock, paper, or scissors. The conflict is decided as follows: rock smashes scissors, scissors cut paper, paper covers rock.

Rock (clenched fist)

Paper (open hand)

Scissors (like peace sign)

Our daughters' willingness to settle some recurring disputes in this way did much to improve everyone's stress level. As I thought about this fairly simple improvement in our lives, it occurred to me that young people already have some useful conflict

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resolution tools at hand and that we might want to take advantage of this knowledge to help them in developing healthier, nonviolent conflict resolution skills. The game described above, the toss of a coin, agreeing to take turns — all of these are conflict resolution skills already familiar to most of our students.

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- Teach the students Jyai Ken Po. Then ask them to identify conflicts at home and in school that they would agree to have settled that way. Have students keep a record of the number of times and the situation in which they use Jyai Ken Po to manage a conflict over a two-week period.
- Have students write a short story or draw a picture about a conflict, first ending it in a way they disapprove of and then ending the story with the characters using one of the techniques mentioned here.
- Have older students identify current conflicts. Could any of these be managed using the games we have mentioned? Stage a Jyai Ken Po game to resolve arms negotiations issues, or settle a labor dispute by tossing a coin. Then discuss why such a resolution would or wouldn't work.
- In some situations and under certain conditions these strategies are effective for settling disputes. Have students brainstorm a list of conditions and situations where each game or technique can be successfully utilized. Then have them brainstorm a list of situations and conditions where they perceive the technique would not work. How can they test out these perceptions? Have them set up some experiments, interviews, or other data-gathering methods to do so.
- Maybe your students have examples of other games or techniques for settling disputes that they know from their own experience. They could teach them to their classmates, and then these techniques could be incorporated into the activities mentioned above.
- A good resource for exploring these ideas further is Thomas F. Crum's The Magic of Conflict published by Simon and Schuster. Tom has also produced a film version, "The Creative Resolution of Conflict," available from Aiki Works, Inc., Box 7845, Aspen, CO 81612, (303) 925-7099. This 16mm film lasts 56 minutes, costing $95 rental fee for three days.

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What's Worth Knowing?

Among the thousands of studies and surveys designed to help American educators, we've heard of one that is uniquely worthy of note. Each year a small number of American students along with young people from all parts of the globe enroll at the Armand Hammer United World College of the American West in Montezuma, New Mexico. For two years they live and study in this unusual global community.

Late into their experience, the US students called a meeting to discuss how they had been prepared for their international experience at the United World College. We think the concerns they express about the need for more international education is especially thought-provoking because it represents what American youth with particularly qualifying experiences think they need to be learning. (Most other studies ask everyone but the student.)

They agreed to have their feelings and thoughts recorded:

> Our biggest concern is what is going to happen to our nation if its people are uneducated about international issues. We are supposed to be a world power, but we are ignorant and here, in an international setting, our ignorance is very visible.
>
> Some of my friends here tell of learning about the world in their classes. It is considered an important part of their education.
>
> . . . it is a fascinating experience as we share our lives for two years and learn about the hopes and problems of people around the world. Our problem is that we know next to nothing about what is really going on around the world. It was an embarrassment to have classmates from countries that we had not heard of. We made mistakes because we did not know the basis of conflicts between countries, and we were always ending up asking the "stupid questions" that everyone from most every country had already studied in grade school.
>
> It is not just a lack of information . . . sometimes we receive very biased information.

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Some of their ideas about what they wish was happening in American schools:

Study of current events (along with geography) should begin in grade school.

Motivation to specific interests begins in the early years. An interest in global issues is one of those specific interests that can be encouraged.

A whole lot depends upon who is teaching the class. A teacher has to care and to know what they are talking about. Interest is spurred by teachers and when they're not good, interest drops.

A course on our own culture would help us better understand other cultures.

Foreign languages studied at an earlier age.

We never had any type of geography course which is really needed. (Without it we look like idiots here.)

Religions (and their differences) are so much of an influence on what goes on today . . . a more basic understanding would be helpful.

Students need to be made politically aware, and, as we are a "superpower," we should, as citizens of the "superpower," have a conscience and consciousness regarding what we have done, are doing now, and are planning to do to other nations.

Study history that at least goes up past WWII and into issues of today . . . so we would be able to understand the current crises. (A number of students mentioned that their international education was not current.)

Encourage exchange programs . . . the single most mind-blowing international style experience.

Sister schools, like sister cities, might work.

Exchange art, letters, recipes, etc.

Help students know that knowing and caring about other countries is not unpatriotic.

We don't need to put ourselves down or sell ourselves short. It is important to have a sense of patriotism, but it is very important for US students to have some understanding of the world. This shouldn't be approached in an anti-USA way. We are lucky to live in a place where we have the possibility of influencing our country's policies.

Be a part of some sort of organization to get other interested students around the United States to join us in writing letters. Student leaders at high school can make a difference because if they are involved, other students may get the idea that it is "cool" to also get involved.

The media is our best bet. Letters to editors, articles for magazines and newspapers could really help.

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- In what ways do your students agree and disagree with the students from the World College? Your class could make its own list of what's worth knowing and brainstorm ways to learn these things while still in high school.
- A group of students at Taos High School decided to conduct their own conference on what every high school student should learn. They have decided to read some of the various reports on this subject and then hold student-led discussions to determine a curriculum for their future. If you would like a copy of their agenda, just send a request to George Otero at the address below.

Written by: Jan Drum and George Otero; Production: Kathy Christensen, Anita DeKock, Danita Drawbaugh

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Teachable Moments

A quick reference and teaching aid about global perspectives in education, focusing on
- developing perspective consciousness
- increasing state-of-planet awareness
- valuing diversity
- living responsibly with others
- building the capacity to change
- understanding world issues and trends

The Shape of the World

Uncovering world views is tricky business. Students are smart, and they tend to tell us what they think we want to hear, when in fact most of us are committed to presenting different views on global issues and would really like students to identify their own viewpoints and perspectives. We have found two activities that really help people see their and others' world views.

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- Steve Hughes came up with this adaption of an activity from CWS Connections (a bi-monthly publication of Church World Service, P.O. Box 968, Elkhart, IN 46515, 219/264-3102) as the three of us were brainstorming ways to begin a summer Global Realities conference. We call this activity "The Shape of the World." First, ask everybody to take a minute and draw a picture that represents the current condition of the world. Then put the students into groups and give each group a big piece of newsprint and lots of colored markers. Tell them they have to create a picture that represents their group's version of the shape of the world and that incorporates at least one idea from each participant. No one can be left out of the final picture.

  Note: Each time we do this activity, we are moved by the beauty and thoughtfulness of the pictures that are created. We find that groups build community quickly by identifying with their pictures and that, when we leave the pictures in view, students refer back to them to illustrate and clarify their exchange of ideas. As they discuss and gain new insights into particular global issues, we ask them to consider how their new understandings fit into the world picture their group had created.

- Another simple and effective activity occurred to George as he read a Little Rock, Arkansas, newspaper article by Joy Aschenbach the day before starting a workshop there. Give pairs of students a large blank piece of paper and ask them to

draw a map of the world from memory. When they have finished, begin discussion of the activity by asking them how they felt as they tried to remember the map of the world. Then give them accurate maps to compare with theirs and discuss such questions as:

- What did people leave out?
- What did they misrepresent greatly?
- Why do they think they made the mistakes they did?
- What did the activity reveal to them about both their knowledge and their feelings about various parts of the world? (For example, do they find any evidence that they care more about the United States than other parts of the globe?)

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Famine Again

Recently both of us heard Marty Rogel, creater of USA for Africa (the group behind We Are The World and Hands Across America), talk about the fears that fund-raisers for famine relief currently face — fears that the American people will become jaundiced and unreceptive, that people will hear the pleas for more famine relief, be discouraged that their past efforts seem to have had no effect, and turn away.

Somebody in the audience raised the point that maybe the fund-raisers should share some of the responsibility for people's leeriness. Perhaps their fund-raising campaigns gave people the false impression that emergency relief could really solve the deeper problems of world hunger.

Our conversations with people lead us to believe that Marty Rogel's fears are well founded; people are discouraged and cautious about making further donations which they don't see as helpful. On the other hand, most people remain very frustrated about the continuance of starvation and want to do something to change this situation.

So it seems to us that this is really a teachable moment. People are ready to understand the hunger problem in a way that they hadn't been previously — they are ready to think about dealing with the long-term aspects of the problem.

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First, determine the students' level of frustration about dealing with starvation by mentioning that famine is again stalking Ethiopia where only four years ago the world, including many of the students, worked hard to raise funds and send food. In spite of all the good done, the situation this time is even worse. Ask them to remember where they were four years ago, how they felt, and what they did about the starvation they were seeing on T.V. Listen to them discuss how they feel about being asked to help again. If the students do indeed feel frustrated, yet want to learn more about the root causes of hunger, you can have them:

- Spend a day or more learning about the hunger cycle. Famine is just the last stage in a long cycle of circumstances that perpetuates the problems of world hunger. There are a number of good, brief materials available (see below).
- Once students have some background, have them review fund-raising campaigns past and present. They can select their favorites and least favorites and explain their criteria for evaluation.
- Have your students design a campaign and/or briefing that conveys a fuller and more accurate picture of the problem of world hunger.

Resources:

The Hunger Project provides statistical information, ideas for action, and briefings, programs, and media resources specifically for educators. Contact them at: The Hunger Project, United States Office, 1388 Sutter Street, San Francisco, CA 94109, 415/928-8700.

Church World Service in conjunction with the **Center for Teaching International Studies** have published a one- to two-period curriculum guide with supplemental activities to be used for World Food Day, ideally for grades 4-7. Contact them for copies: Office on Global Education, Church World Service, 2115 N. Charles Street, Baltimore, MD 21218, 301/727-6106.

The Maryknoll Fathers and Brothers have many films and videos on a number of world issues. "The Business of Hunger" is particularly well suited to the activities suggested in this issue of Teachable Moments. They describe this film in this manner:

> In many Third World countries, cash crops are exported while the poor go hungry. This phenomenon, one of the major causes of world hunger, is examined in Latin America, Africa, Asia, and the USA. The film also proposes a more just distribution of the earth's resources, offering a vision of a world where all have enough to eat. (28 minutes, in color)

You may purchase a VHS videotape for $19.95 or rent a 16-mm film for $25. A discussion guide is also available. Contact: Maryknoll, Maryknoll, NY 10545, 914/941-7590; for outside New York, call toll-free 1-800-227-8523.

Global Perspectives in Education (GPE) published The International Development Crisis & American Education: Challenges, Opportunities, and Instructional Strategies following an educators' summer institute of the same name held in 1985. It is to "serve as a resource in designing programs for educating about international development and Third World issues." Each book costs $14, plus $2 postage and handling, available from GPE, 45 John Street, Suite 1200, New York, NY 10038, 212/732-8606.

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Significant Remembered Events

An activity that has worked well for us a number of times originated during a casual conversation at the foundation office when Anita DeKock asked us to recall the first event that made us conscious of ourselves as part of the larger world. We have since raised this question with both adult and student groups with very provocative results.

One such discussion began in a high school leadership workshop when we were sharing our memories of significant social and political events within each of our lifetimes. Of course, ours were the old standbys — the assassinations of the sixties, civil rights milestones, events from the Viet Nam era, Watergate. The kids' memories were interesting and sometimes surprising. For example, we weren't too surprised that many of them mentioned the space shuttle disaster; but we weren't expecting them to mention the killing of John Lennon or the boycotting of the summer Olympics of 1980 and 1984 — but many did. The Olympics as a significant remembered event intrigued us, especially since this is again an Olympic year.

Initially, we were hesitant to contribute to an overloaded discussion of the subject; but we think the Korean Olympics provide an excellent teachable moment, an opportunity to dig into the students' vision of how the world should be.

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- Suggest that after they have watched the Olympics, students identify their significant memories. Ask them how they felt about the event they remember, what it made them think, and what it made them wonder.

- And of course, these same questions can be asked about current events in general or about some other noteworthy occurrence in particular.

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When discussing the Olympics, the participants at the high school leadership workshop raised an amazing number of core global issues, such as terrorism, the politicizing of sports and other aspects of modern life (the boycotts), global economic inequities (countries that can "buy" good equipment, training, and even athletes), and the role of the individual in relationship to institutions (the athletes who had trained for years and were told they could not go to Moscow).

We think it's likely that such a discussion will raise any number of issues about what it means to live responsibly today, because somewhere when thinking of significant memories, students will discover that they think the world "should" be one way and often find it is otherwise.

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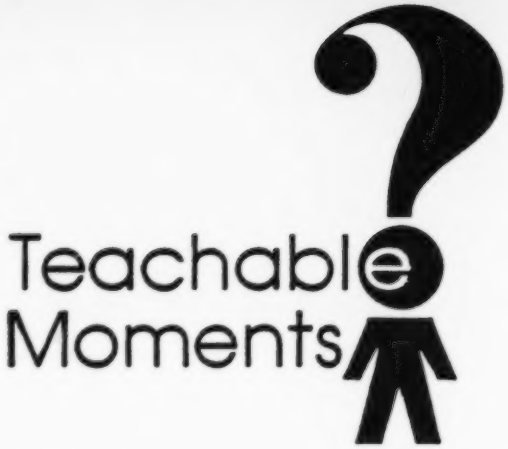

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5000 Cultures; 180 Nations

Often we hear things about the world that surprise us. Recently, I (George) was listening to an anthropologist talk with a group of teachers, and she mentioned that there are over 5000 cultures in the world today. I was startled and impressed by her information. After I thought about it for a moment, I realized I had been so surprised because her facts didn't conform with some of my deep-seated ideas about the nature of global society.

Statements like these call attention to the fact that we often relate to the world in a way that discounts or overlooks particular global realities. For example, when people from the United States hear the term "debtor nation," we most likely think of countries somewhere in the Third World. Yet, the United States is in fact the largest debtor nation in the world.

We think these kinds of attention-getting statements are significant for two almost paradoxical reasons. First, they're important because each statement we find helps us build a clearer picture of the world. Second, they're important because each one reminds us that our current perception of the world is probably inaccurate and ready to be revised by the next startling fact we hear.

So we think it's worthwhile to help students seek out and play with the kinds of perception revisers we've mentioned. The classroom is a great place to consciously remind teachers and students that we too often deal with the world in terms of unconscious, deep-seated, and unexamined notions about the world and how it works. Young people who learn to review their perceptions in light of new information are better equipped to continue learning and growing throughout their lives. They won't need to be stuck with a freeze-frame world-view that stopped the day they left your classroom.

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Here are some activities we suggest you try.

- You and your students can start your own "believe it or not" or "would you believe" bulletin board.
- Whenever you find one of these startling tidbits, check with your students to see if they are also surprised. If they are, you can help them examine the nature of their surprise by suggesting that in relation to the new information they complete the statement, "I always thought . . ." You can help them to suggest changes that seem desirable in light of the new information. Then have them make lists of questions the new information raises for them. (For example, if there are 5000 cultures, where are all these cultures? Did there used to be more? What is the difference between a culture and a nation?) Finally, if the world is really that way, what does that tell us about how we relate to the world? Do we need to make some changes? Does this information change the way we think about the topic?
- Send your students on a surprising fact search. Newspapers, the library, interviews with parents and teachers are obvious sources. When they have completed their search, have them compare facts. Are others surprised by the facts they found? What are the favorite surprises?

A really great source for perception-revising facts is the "Harper's Index" which appears monthly in Harpers Magazine. A book, The Harper's Index Book, published by Henry Holt and Company, is also available.

Beside those we've already mentioned, here are a few of our favorite facts:

1. According to the Roosevelt Center's Campaign 88 materials, the average Central American eats less meat in a week than the average American cat.
2. In 1987 there were 22 different wars underway, more than in any previous year in recorded history. (From World Military and Social Expenditures 1987-88 by Ruth Sivard; published by World Priorities.)
3. According to World Eagle (November 1987), 51 percent of the world's population lives in only five of the world's 180 nations. (They are China, India, USSR, USA, and Indonesia, by the way.)
4. Harper's Index Book tells us that it is estimated that squirrels lose 50 percent of their nuts because they forget where they put them.

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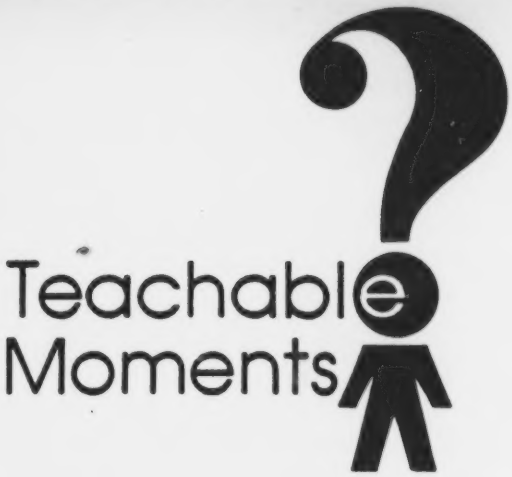

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Seeking Common Ground

One of the most gratifying "aha" learning experiences that we've had during this past year happened at a spring high school leadership event. This particular group of students was quite concerned with enemy making and with issues of the nuclear arms race. The group included most points of view from the "peace at any price" to the "arms buy peace" advocates. We became frustrated with the repetitiveness of the arguments and with the students' reticence to genuinely examine or question their own strongly held positions.

After several hours of these discussions, we asked the students to try an experiment. We offered them two statements about the current world situation, one drawn from each of the polarized views, and asked them if these were statements upon which everyone could agree. The statements were: (1) In this world there are dangerous people who might choose to hurt us or our nation if they felt they could get by with it. (2) The weapons that we have stockpiled to protect us are dangerous and could conceivably by accident or misuse harm rather than protect us.

A difficult discussion followed. The students, most of whom were expert at winning arguments, were reluctant to concede any credibility in the views of their opponents. We kept reminding them that we weren't interested in who could win an argument about these issues; rather we were trying to establish some common ground so that the two points of view could talk to one another. Finally everyone in the group agreed that they could subscribe to both statements.

We then sent the young people off in small, randomly assigned groups and asked them to recommend ways to address the arms race that took into account and honored the validity of each proposition.

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Their recommendations were fine, as always more astute than stereotypes of youthful thought would have them be. Naturally no one came up with the ultimate solution. The most significant learning in our view and in the students' as they commented on the activity was that there are ways to get beyond knee-jerk arguments with people who see the world differently — that it is truly possible for people with different points of view to work together by acknowledging the common ground.

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- There's a follow-up to this activity that we haven't tried but that we hope someone will. After you have modeled the process of finding areas of common agreement for the students, have them take another issue and try to articulate two "we agree" statements from the poles of that discussion. For example, should we continue the SDI program? Should we continue sending military aid to the contras?

Global Realities and the Youth Leadership Challenge

A Special Retreat for High School Students at Las Palomas de Taos Taos, New Mexico

This program challenges a new generation of American leaders in an extraordinary and innovative five-day, residential event. It recognizes students as both potential and current leaders who are concerned about global issues. Teachers who share this experience with their students are energized and inspired.

Participants live and work together in a democratic community at the Mabel Dodge Luhan house, a national historic site located just a few blocks from Taos plaza and within walking distance from Taos Pueblo.

High school students and faculty members — ideally a group of five students and one faculty advisor — are eligible. Program dates are October 21-26, 1988; October 28-November 2, 1988; March 10-15, 1989; April 14-19, 1989. The program is cosponsored by the Stanley Foundation and Las Palomas de Taos. For more information, contact Jan Drum or George Otero at the addresses below.

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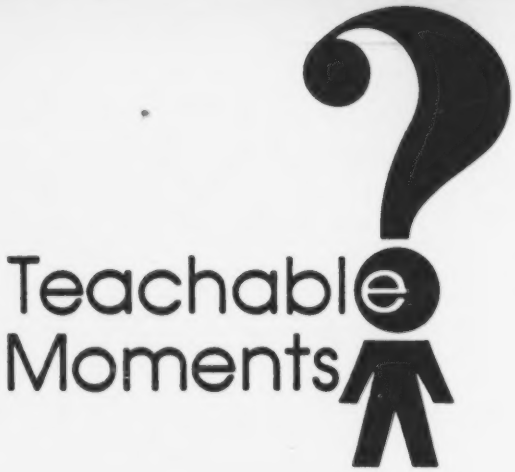

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The Student as Expert

Our interaction with youth constantly reminds us that their intelligence and understanding about the global society is astounding. It enables them to propose creative and wise ways to improve world situations. So we were excited to read about the results of a Save the Children experiment that allowed youngsters to address the problems of their community because their experience confirmed our own.

Save the Children conducted a "child-focused baseline research study" to assess the socio-economic situation of five rural and four urban communities on Costa Rica's Pacific Coast. The process involved youth, children, and adults. Here's a part of the story of the children of Riojalandia, one of the communities:

> The techniques and activities to involve the children and youth in the study were simple, inexpensive, and fun. For example, the children were asked to draw pictures, using colored markers (a prized possession for any child in these communities), to describe problems in their community. They drew pictures of every conceivable problem from the dangerous speeding buses along the road near Riojalandia, to the environmental hazard of waste disposal in San Luis, to unemployment.
>
> Afterwards, the children presented their findings through their drawings to the rest of the community at a special meeting. The result was nothing short of inspiring. The adults were literally shocked at how astute and knowledgeable the children were about the community's problems. They were also proud of the way the kids handled themselves and were grateful for what they learned from them. The children demonstrated very clearly that they, too, have needs and are affected by problems and difficulties in the community. (From "Role Playing in Riojalandia" by John Starosta and Janet Torsney. Lifeline (Summer 1986), published by Save the Children, 54 Wilton Road, Westport, CT 06880.)

So often in our good intentions, we do things **for** instead of **with** children and youth. We lose track of the fact that children, who have access to the uncluttered perceptions of childhood, can bring to the exploration of any issue, including global

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ones, the expertise of youth that no older person can bring. We need to recapture our interest in being with young people and our appreciation of their ability to be with us equally. When we do that, as in the case of the children of Riojalandia, everybody wins.

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- Certainly if you work with young people (or with any age for that matter) you could engage the students in community problem solving through the activity described above. Later the same approach could be used for global problems, and students could identify the connections between the local and the global problems.

- An activity that we have used with success this year was to bring a group of students to our Issues in Education Conference on Youth Leadership. They took part in a fishbowl activity in which the young people sat in a circle surrounded by the adult participants. The adults handed written questions to the inner circle; the young people read the questions and responded to them. The main rule in this activity was that the adults could only listen; they could not talk. (At the end of the session, the students asked them some questions so the silence was broken at that point.)

  We can imagine using this activity with faculty members but think you would be most apt to get frank responses from students who don't have to face the participating faculty in a classroom setting, for instance student consultants from another school.

- And anytime you are looking for people to sit on a responder panel, not just a panel on youth issues, remember to include youthful expertise.

For a free copy of the conference summary, "Insights into Issues in Education: Youth Leadership," contact the Stanley Foundation at the address below.

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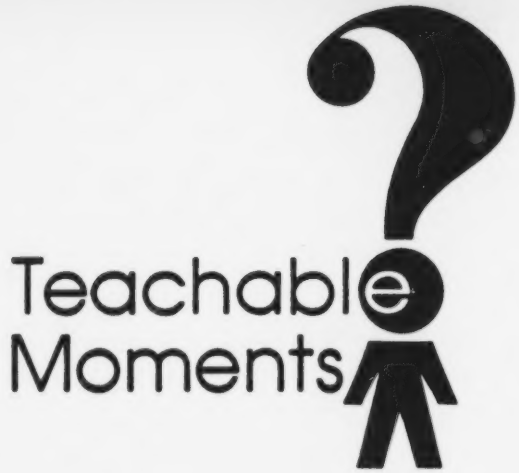

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The Map Isn't the Territory

This teachable moment is an idea that came to us from our good friend and a wonderful Iowa teacher, Paul Schramm. He created this activity in response to "The Shape of the World," an issue of Teachable Moments that was published last year. What follows is the heart of his letter to us describing a comparative map activity he uses with his students.

I post two world maps. One is a classical map with the United States located in the center, the Northern Hemisphere appearing much larger, and the Soviet Union and China cut in two. The other map is the Peters Projection. I ask the students about differences they see, and once they go beyond the obvious (color of the water, etc.), they begin to see that maps represent the mapmakers' views of the world. I then solicit responses to what they think the perspectives of the mapmakers are, without explaining anything to them.

Next, I pose a hypothetical situation: The United States is hosting an international conference that will be attended by people from most of the world's nations. The planners must choose the map of the world that will cover the wall at the front of the meeting hall and will be used during the conference. Which one should be used and why?

The responses are varied and quite interesting!

Following that, we discuss the responses and what kind of message the map chosen gives to other nations. We also talk about how other countries react to us based on how we view the world. Finally, we talk about how our government would act concerning different world situations if the view of the world was based upon one map or the other.

Students begin to see more clearly that:

1. There are many perspectives.
2. Perspective affects interpretation of world events.
3. Perspective affects a nation's policies concerning others.

This exercise also affects the views many students have of the world. This is especially seen when we follow up with a simulated summit meeting and/or Wildfire.

It is quite interesting that something seemingly so simple as a map can have so much meaning.

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Paul's closing comment reminded us that maps are often confused with the territory they represent. Having more than one map of the subject under consideration will remind students that the maps we make are pictures of our perceptions and not of the places themselves. The map is not the territory; the territory is the human mind. What we have to explore are the many maps in our minds.

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There are all kinds of nifty maps available these days to help demonstrate the many different ways to view the world's territories and that any map represents only one.

McArthur's Universal Corrective Map of the World – Complete world map with Australia in the center. From S. McArthur, 4 Ajana Lane, Frankston, Australia.

Turnabout Map of the Americas – Illustrates how some countries have always been "on top" and others "below" and how that changes perspective. Distributed by Laguna Sales, Inc., 7040 Via Valverde, San Jose, CA 95135 USA.

Peters Projection Map – The most accurate portrayal of area, axis, position, and peoples. Produced with the support of the United Nations Development Programme through Friendship Press. Order from P. O. Box 37844, Cincinnati, OH 45237 USA.

Buck Fuller Map – A full-color, 35" x 22" wall map. $20.00. Order from World Game Projects, Inc., University City Science Center, 3508 Market Street, Philadelphia, PA 19104 USA (215) 387-0220.

World Eagle, Inc. publishes maps in addition to their monthly social studies resource called World Eagle. A free catalog of the maps is available. Call toll-free 1-800-634-3805 or write to World Eagle, Inc., 64 Washburn Avenue, Wellsley, MA 02181-9990 USA.

Hug-A-Planet – Soft, huggable globes of the world and stars that educate, decorate, and entertain. Inquire at XTC Products, Inc., 247 Rockingham Avenue, Larchmont, NY 10538 USA (914) 833-0200.

The Earth Balloon or Earth Awareness Classroom is another resource for challenging student views of the world by presenting them with an extraordinary map. It is a 20-foot-high, forced-air balloon that is painted with an accurately scaled map of the planet and features, among other attractions, a zipper in the Pacific Ocean so that students can see the world from the inside. The Earth Awareness Classroom can be rented from Criteria Architects, Inc., P.O. Box 19607, St. Paul, MN 55119 USA (612) 436-6066.

Another resource for large-scale maps is **World Game Projects, Inc.,** University City Science Center, 3508 Market Street, Philadelphia, PA 19104 USA (215) 387-0220. They have a variety of products that teach in an experiential way, ranging from world puzzles that can be arranged in many different views of the world to a giant 40' by 70' accurate map of the whole Earth that can be painted (with washable paints) onto your asphalt or concrete playground. Contact them for more information and a complete list of available products.

The National Geographic Society publishes large, full-color maps and mural maps. Write P.O. Box 2118, Washington, D.C. 20013 USA for a free catalog of publications.

Written by: Jan Drum and George Otero; Production: Kathy Christensen

A project of The Stanley Foundation, 420 E. Third St., Muscatine, Iowa, 52761, (319) 264-1500, in collaboration with Las Palomas de Taos, Box 3400, Taos, New Mexico 87571, (505) 758-9456.

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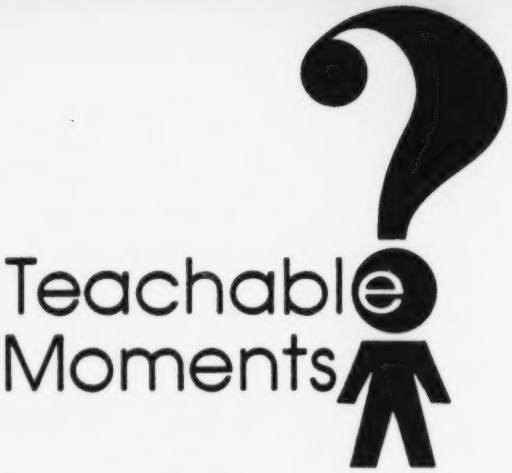

A quick reference and teaching aid about global perspectives in education, focusing on

- developing perspective consciousness
- increasing state-of-planet awareness
- valuing diversity
- living responsibly with others
- building the capacity to change
- understanding world issues and trends

Scavenger Hunt

This isn't a particularly glamorous idea. But it has very often worked for us under many different circumstances. Remember the old party game format of a scavenger hunt? Everyone was sent out, usually in teams but occasionally individually, with a list of obscure and often outrageous items to collect. Participants then spent the next hour or so going door to door asking for half-eaten apples, 1950 calendars, and black gloves. There were limits on the time they could take and the territory to be covered. The winner was the team with the most complete cache of items collected in the designated time.

We have used this format in teaching for years. My (George) favorite scavenger hunt story comes from when I was teaching eighth graders, and we were studying perceptions of the Arabs. They were complaining that there wasn't enough material in our suburban community about the Arabs, so I designed a scavenger hunt. Teams had five days to find as many items as they could in the community. Five days later the winning team brought back 1,100 items or artifacts that related to Arabs, including an Arab gentleman.

The Stanley Foundation has used a local treasure hunt to help youngsters in its summer program learn more about the community, practice building group skills, and explore such issues as leadership, initiative, responsibility, and cooperation. This summer six groups of students moved among eleven local sites, following clues collected at designated spots along the way. Designing the game is a bit of an undertaking and involves writing clever, rhymed clues; designing six different routes through the sites (all covering approximately the same distance); and staying with the youngsters as they struggle through the activity, remembering not to help them and keeping them from running in front of cars. If you'd like to try this activity, we'll send you sample clues and a map of the route, or we'll just try to explain the process by phone. Contact Jan at the Stanley Foundation at the address or phone number below.

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Most recently we have used the scavenger hunt to document connections between our communities and the rest of the world. We developed a list of 42 questions and tasks that students have found fun and challenging. Here are some samples:

- How many foreign language magazine publications are in our local library? Name the publication and the language.
- Prove that a foreign car is not entirely foreign.
- Bring back evidence from four manufacturing companies that they do business with three other nations.
- Find two people, each on a different side of a global conflict. Document each person's point of view about who started the conflict, what it is about, and how he/she thinks it might be resolved.
- Show how ten songs that have been popular in the last two years display international links.

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Here are some other variations on the scavenger hunt theme to try with your students.

- Start with historical photos, for instance those available in your local library or museum. Have students discover the date and location for the picture or pictures their team has.
- Have students search the local phone book for international names or other kinds of global connections.
- The prove-it format has students collecting all the evidence that they can find that proves all Indians are not alike or women aren't weaklings or an idea that is appropriate for your purpose. You could have students use Polaroid cameras so that photos are used as the evidence.
- Recently we sent youngsters out with an imaginary $1000 to purchase art in Taos galleries. The same process could be used in other communities by sending students to markets, department stores, or local specialty shops.
- A really fine reference for this kind of activity is City Safaris: A Sierra Club Explorer's Guide to Urban Adventures for Grownups and Kids by Carolyn Shaffer and Erica Fiedler.

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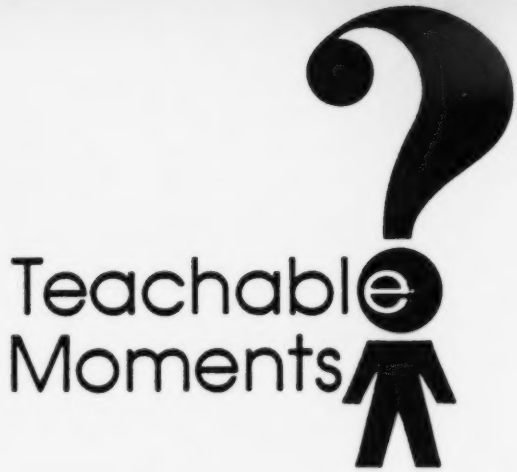

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Bumper Stickers

Driving to the airport I (Jan) found myself behind a car from Missouri sporting a bumper sticker that said, "This Car Stops at All Bingo Games." The car was occupied by two white-haired individuals in the front seat and a youngster in back. Aha, I thought, I'll bet these are grandparents taking their grandson on a sightseeing trip along the Great River Road. As if to confirm my ideas, they pulled over to admire a view of the Mississippi. As I passed them I laughed at myself. I knew nothing about these people; I had spun the whole story about them out of the assumptions I made when I read the bumper sticker.

I (George) avoid driving in one of my mother's cars because of the same phenomenon. She has a bumper sticker that reads, "Honk, if you love Jesus." Other drivers who relate to the bumper sticker pass me and honk. I either feel confused because I forget why they are honking or embarrassed because the bumper sticker isn't my style. Yet, when driving her car I know that others assume I must be a born again Christian, and they treat me accordingly.

In our culture, bumper stickers are a frequently used way for people to say what's important to them. It's a way to put yourself out there — so others can see you and know who you are.

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It seems to us that students might become conscious of the fact that all kinds of world views exist by conducting a bumper sticker survey. Once they have collected as many bumper sticker slogans as possible, there are all kinds of activities you can do with the data.

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- Have them pick the slogans they would be embarrassed to have on their own cars and explain why.
- Have them pick the slogans they would like to have on their cars and give the reasons.
- After looking at many different bumper stickers, which one would each student choose if only one is allowed?
- You will have students who refuse to have any bumper stickers on their cars. Have them share their reasoning.
- Have the students describe the world view that is represented by a selected bumper sticker, and then check their description with someone who displays that sticker.
- Have the students create four or five categories into which they can sort all the bumper stickers.
- Have them do a statistical analysis of how many people have bumper stickers, how many have none, and how many have multiple bumper stickers.
- And of course, you can have them design their own.

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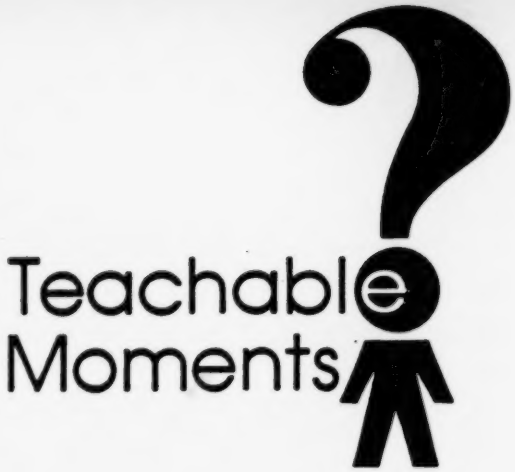

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Learning by Listening

"The busy executive spends 80 percent of his time listening to people and still doesn't hear half of what is said."

This quote sparked us to think about the significance of listening in the learning process. And I (Jan) was reminded of an important learning time for me. In the early 70s I was part of a committee that successfully passed a bond issue to build the local high school. A good friend of mine, a former teacher who was then sales training director for a local industry, chaired the committee. At the first meeting all of us were given an overview of our task and his plans for carrying it out; however, we weren't given much information about the specific school bond proposal. That, he promised, would be forthcoming in quantity at our second gathering. Meanwhile, he asked each member of the committee to talk with at least four community people, people with whom we would not normally engage in conversation. All we were to do was to ask each of these people what concerns and questions they had about the pending school bond issue. We couldn't and weren't supposed to offer answers; we were only to collect questions.

The result of the exchanges was that in a very short time, by listening, we learned most of the major concerns and questions about the issue. We were then able to collect relevant information and develop useful responses which resulted in the building of a high school with record-breaking support from the community.

Another wonderful story about the good use of listening began with a high school student project. Students at a high school in Ponca City, Oklahoma, were studying the Vietnam War and decided that they wanted to know what people who had been involved in the war thought current students should learn from the experience. They wrote to historians, military leaders, public officials, veterans, and others involved and asked. Surprisingly, many people took the time to share a thoughtful response to the question. The responses were so thoughtful, in fact, that American Heritage magazine featured the project and the responses in the May/June 1988 issue. ("What

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Should We Tell Our Children About Vietnam?" pp. 55-77. To obtain this issue, send $5.50 to American Heritage, 60 50th Ave., New York, NY 10011)

These activities illustrate an important fact that we teachers need to remember. People can listen best when listening is their major task and when they're not distracted from listening by a preconceived view or by the need to find just one right answer.

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- Obviously the anecdotes above offer two teaching activities that could be applied to a variety of subjects and situations.
- Another twist that would encourage students to enhance their skills as listeners and to notice how their preconceptions affect what they hear is to have them select a question to ask four or five people whose opinion they think they can predict. Have students work in pairs, preferably with tape recorders. First, they should share their questions and predicted answers with their partner so the partner can check whether the answers they get match the predictions. It would also be a good idea to have them write the questions and predictions. Having the answers recorded should help clarify the discussion about the degree to which the answer and the predicted answer match.

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